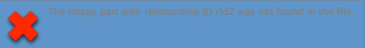


# CRITICAL ISSUES IN THE IDENTIFICATION & EDUCATION OF 2E CHILDREN

Michael Postma, Ed. D.  
NCAGT  
March 2016





# INTRODUCTIONS

# The AGENDA

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## WHO????

- Legal Requirements/Considerations
- 2e Defined
- Brain Development and OE's
- Common Characteristics
- Prevailing Myths

## ISSUES WITH IDENTIFICATION

- Hidden Talents
- Comprehensive Assessment
- RTI??

## INSTRUCTIONAL HOW-TO's

- Actual Case Studies
- The Role of IEP/504's
- The Role of School Personnel
  - Stakeholders
  - Collaboration
  - Action Plans
  - Sustainable Change
- Designing Instruction
  - Compacting
  - Flexibility
  - Assessment
  - Differentiation
  - Communication
  - Personal Ed. Planning

# Activity One

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What do you know about 2e:

Complete the Frayer Model with your group, discuss and design something that represents your collective Knowledge (picture, symbol, etc.)



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## Legal Ramifications: FAPE

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- By federal law, children with disabilities are entitled to a Free, Appropriate Public Education (FAPE). *Appropriate* means an education that is "sufficient to confer some educational benefit upon the handicapped child . . . [including] specialized instruction and related services which are individually designed to provide educational benefit to the handicapped child."

([Rowley](#), 458 U.S. at 200-01) as cited on Wrightslaw,  
<http://www.wrightslaw.com/info/fape.roadmap.rhinebeck.htm>

# Changes in SPED Law Undermine Identification of Gifted Students with Disabilities (2E)

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## Prior to IDEA 2004

- Disabilities were determined based on comprehensive assessment by school psychologists/other specialists
- Specific learning disabilities required a significant discrepancy between (higher) ability and (lower) achievement to detect “unexpected low performance. Unless a cap was placed on ability, gifted SLD students received IEPs.
- Students with other health impairments, diagnosed by specialists, could receive IEPs, regardless of academic performance.

## After IDEA 2004

- Comprehensive assessment becomes less accessible or virtually unavailable.
- Teachers locate students performing **BELOW GRADE LEVEL** and provide incremental interventions (RTI).
- Students who are non-responsive to interventions are referred to Special Education for evaluations.
- Because most 2E students perform at grade level, they are ineligible for IEPs.
- Many 2E students are invisible.

## Dept. of Education Letters of Clarification

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**Letter to Chandler** clarifies that “***Each state must ensure that FAPE is available to any child with a disability who needs special education and related services, even though the child has not failed or been retained in a course, and is advancing from grade to grade. 34 CFR §300.101(c). A State has an obligation to make FAPE available to an eligible child with a disability even if that child meets the State’s academic achievement standards.***”

## Dept. of Education Clarifications: Letter to Anonymous

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***“...the IDEA and its regulations do provide protections for students with high cognition and disabilities who require special education and related services to address their individual needs.” Therefore, students with high cognition and disabilities such as Asperger’s Syndrome or Autism Spectrum Disorder “could be considered under the disability category of autism and the individualized evaluation would address the special education and related services needs in the affective areas, social skills and classroom behavior, as appropriate.” See Letter to Anonymous, (January 13, 2010).***



## Department of Education Clarification: Letter to Lybarger

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***It has been the Department's longstanding position that the education needs of a child with a disability "include non-academic as well as academic areas." The term "educational performance" as used in the IDEA "means more than academic standards as determined by standardized measures." See Letter to Lybarger (September 14, 1990).***

***SEE HANDOUT ON LEGAL REFERENCES***

# Twice Exceptional Defined

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Famous Cartoon

By Gary Larsen



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# A Twice-Exceptional (2e) Child Is Both...

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- Identified as gifted and talented in one or more areas of exceptionality (specific academics, general intellectual ability, creativity, leadership, or performing arts).
  - Has a disability defined by Federal/State eligibility criteria: reading, math, written expression, and/or oral language disorders, significant identifiable emotional disability, physical disabilities, sensory disabilities, autism, or ADHD
- AND*

# DEFINED

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“Gifted Children that  
can have behavioral  
problems, learning disabilities,  
or any of a variety of other unusual  
conditions”

Webb, J., Gore, J., Amend, E., & DeVries, A. (2007). *A Parent's Guide to Gifted Children*. Scottsdale: Great Potential Press.

“Children who are gifted and learning  
disabled exhibit remarkable talents or  
strengths in some areas and disabling  
weaknesses in others.”

Dr. Susan Baum

Baum, Susan (1990). Gifted But Learning Disabled: A  
Puzzling Paradox. ERIC EC DIGEST # E479

# WHO?

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- ADHD
- ASD Spectrum (Aspergers)
- Dyslexia/Dysgraphia
- OCD (Obsessive Compulsive)
- ODD (Oppositional/Defiant)
- LD
- Perfectionism
- Underachievement/Non-producer

## THE NEW FACTS:

According to the Child Dev. Institute:

- ADHD: now 11% (children 4-17)
- ADHD: 1 in 5 HS males diagnosed
- ASD: 1 in 60 (2014) versus 1 in 150 (2000) and 1 in 42 are male
- Anxiety Disorders: 1 in 10 students
- Teens: 9 hours of media intact daily

# WHY? 2e Brain Development/OE's

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## Sensory Prints

- 5 senses (earliest)
- Sources of Input
- Uniqueness
- Varied Experiences



# Sensory Prints can be easily triggered by a variety of environmental Stimuli

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# THE 2e BRAIN

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Extreme Sensitivity=Intense Emotionality

Senses communicate INFO to the Limbic System (often intense in G/T or 2e Kids)

Limbic System (Regulatory) can be easily overwhelmed in gifted kids meaning cognitive functioning decreases= intense reactions (situations beyond coping skills)

Sensitive Sensory Input

+

Intense Limbic System

Intense Reactions to Unexpected Changes or Situations (Meltdown)



# BRAIN

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## Language Processing:

Affected by intense limbic systems=difficulty processing language  
(undeveloped in terms of communication due to overdevelopment of other  
areas of the brain-problem solving, coding, critical thinking)

Cannot properly communicate overwhelmed limbic system using  
language= physical reactions

# BRAIN

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## The Frontal Lobe Develops Last:

Depends on Regulation system (limbic), sensory system, and language processing to be solid for optimal development

If not (ie. g/t or 2e kids) frontal lobe development is delayed....which is why kids struggle with:

Attention, Planning/organizing, decision making, inhibition, self-correction, internal problem solving, perfectionism, inability to switch focus=skills need to be taught

# OR.....

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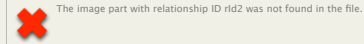


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# Over Excitabilities in 2e Children

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- **Psychomotor-restlessness, curiosity, and lots of energy.**
- **Sensual-pleasure in sensory and aesthetic experiences.**
- **Intellectual-higher level thinking, and lots of questions.**
- **Imagination-spontaneity, fantasizes, and uses imagery and metaphor.**
- **Emotional-intense feelings, sensitive, and empathetic.**



# Asynchrony

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Dual Development:  
Social/Emotional/Physical  
VS  
Intellectual

# COMMON CHARACTERISTICS

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## SEE CHARACTERISTICS HANDOUT

### Activity:

Discuss what you have learned in relation to a child you are currently working with in the classroom or in another role

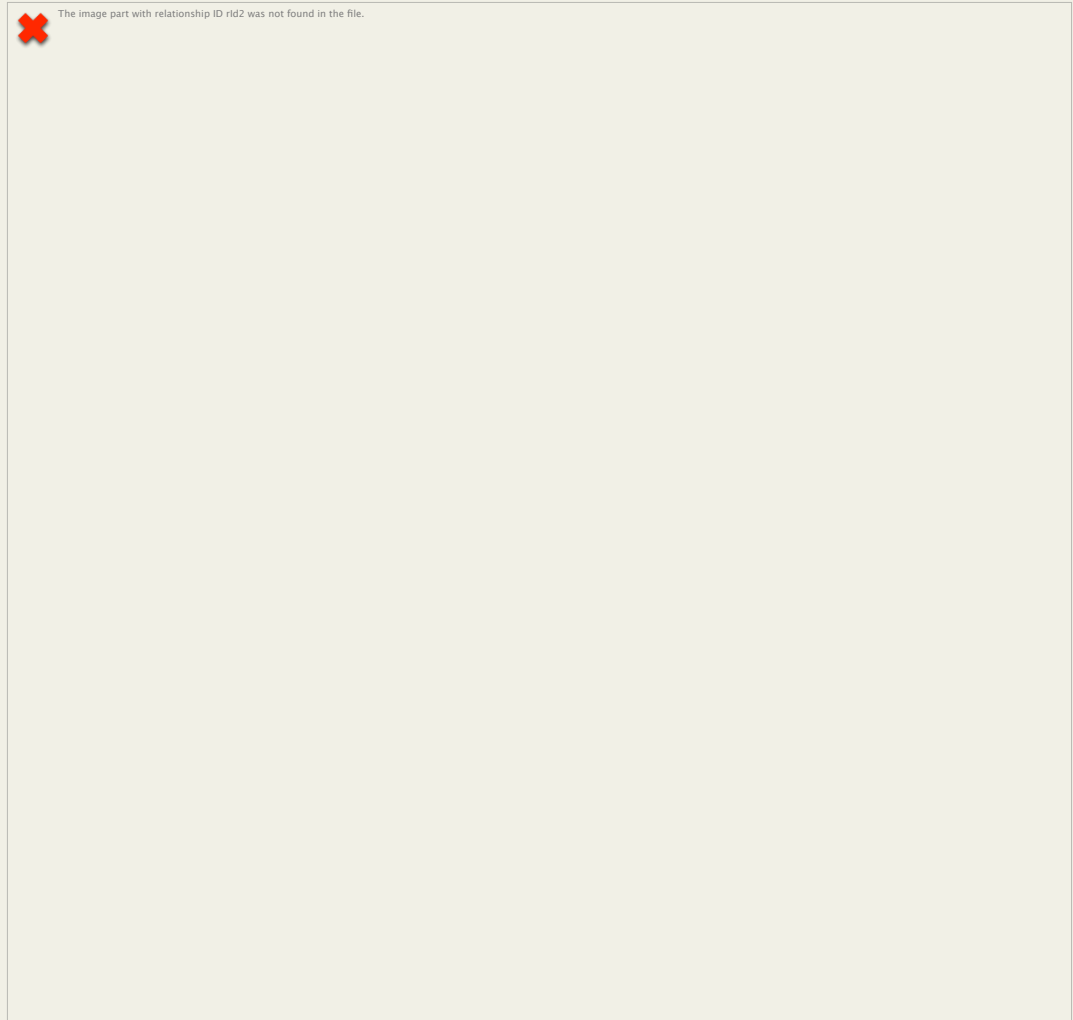


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# PREVAILING MYTHS

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1. They can make it on their own
2. They are all the same
3. Giftedness and disabilities cannot co-exist in the same person



# ISSUES WITH IDENTIFICATION

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## Identifying Hidden Talents

### Use of Comprehensive Assessment

- WISC IV/V
- SB V
- Other Tools
- Digging Down

RTI??





# Recognizing **HIDDEN** Twice-Exceptionality Isn't Easy

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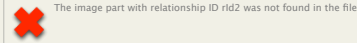
The Child May:

Perform below average  
–disabilities hide gifts

Perform “average,” at  
“grade level”– strengths  
and weaknesses cancel  
each other out

Perform above average  
– gifts hide weaknesses

**Comprehensive  
Assessment is  
Needed, but....**



# Identifying 2E Students is a Catch-22

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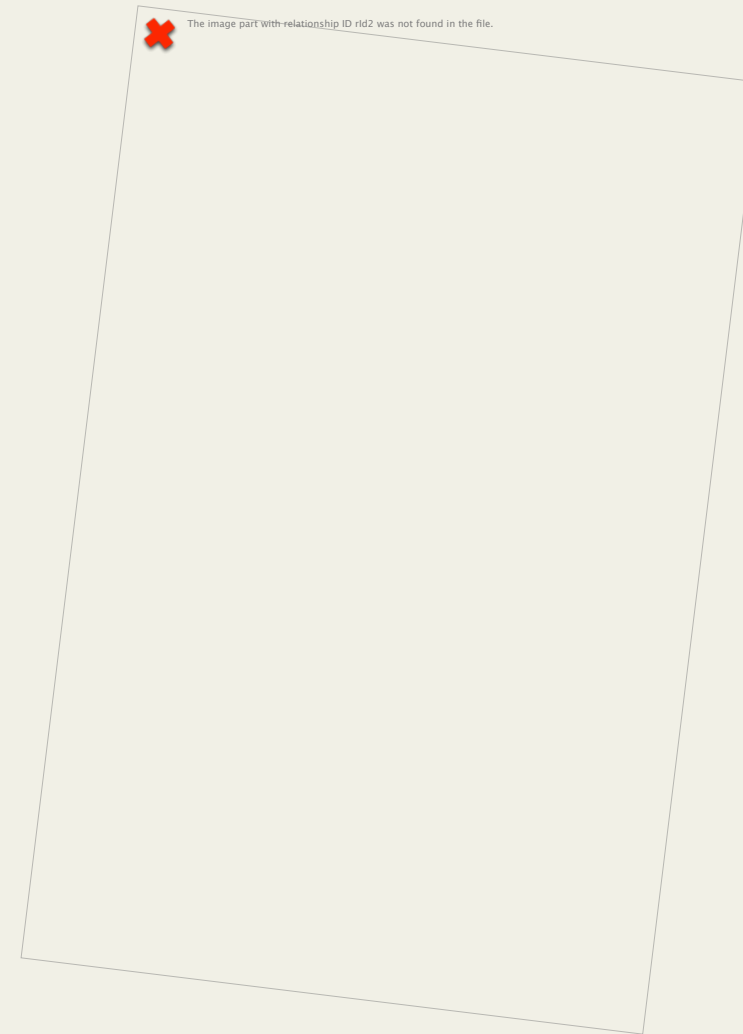
Many 2E students don't meet **BELOW**-grade-level requirements for services, yet can't complete H.S. without services.

2E needs are minimized. "We need to save our resources for the truly needy students."

Some states require 2E students to qualify separately as "gifted" and as "disabled."

There is no consideration for strengths pulling up weaknesses or weaknesses pulling down strengths, so few qualify as both.

Without the level of detail in comprehensive, individual IQ tests to document giftedness, the intelligence screeners schools use may miss the 2E child's giftedness.



# Can 2E Students at Grade Level Be at Risk? YES!

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## **Students with Specific Learning Disabilities**

- Exhibit struggle. Require unusual time, effort to complete assignments and retain learning.
- Require unusual support from parents and teachers just to keep up
- Suffer anxiety over meeting educational expectations, disappointing parents and teachers, being considered “lazy.”
- Without interventions/accommodations, they begin to fail as educational demands increase

## **Students with ADHD, Autistic Spectrum and Other Disabilities**

- May need interventions and supports regardless of academic performance to manage a variety of issues: problems with social interaction, executive function, anxiety, depression, etc.
- Without addressing these, the student may not be functional enough to attend school and benefit from education.

Dr. Deirdre Lovecky, neuropsychologist author of ***Different Minds: Gifted Children with Ad/Hd, Asperger Syndrome, and Other Deficits***, writes

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*Gifted students with disabilities need intervention for a variety of problems in the early years, and continuing, even if they score above grade level. Children with ADHD still need accommodations and remediation of executive function deficits. Otherwise, as work becomes more complex and they have to juggle more parameters at once, they start to fail. Children with AS still need help with executive functions, processing speed*

*and social/emotional deficits. Both of these groups are also likely to have writing deficits due to organizational and processing problems. The goal I thought was to promote education that produces functional adults. If children with AS are not given appropriate remediations because they score too high on academics, then they are being deprived of the chance for a productive adult life.*

Lovecky, D. Personal communication, September 21, 2010

## Comprehensive Assessment is Needed

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*Although the gifted-education community agrees that gifted students with learning disabilities exist, there remain large challenges in identifying such students ... First, a comprehensive individualized evaluation that employs an intra-individual, rather than an interindividual approach toward ability and achievement analysis is critical ... Furthermore, academic and ability test scores must be accompanied by a variety of other developmental, performance, psychometric, and sociometric sources of information to assess above-average ability, creativity, or task commitment.*

(“Empirical Investigation of Twice-Exceptionality: Where Have We Been and Where Are We Going?” by Foley Nicpon, Allmon, Sieck, and Stinson *Foley Nicpon et al.*, 2011, pp. 6-7)

# How Do We Find 2E Students to Provide Services?

## Comprehensive Assessment is Essential

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- Comprehensive assessment of ability, achievement and all areas of possible disability is necessary, along with consideration of developmental history and current functioning, to diagnose a specific learning disability and guide interventions and accommodations.
- Assessment by a specialist is necessary to determine other impairments, necessary interventions and supports.
- Some 2e students will qualify for IEPs through this approach.
- Many 2e students will qualify for 504 plans
- Those who qualify need formal accommodations to ensure consistent services, document continued need, and ensure the provision of FAPE
- DOE OCR assumes 504 Plans will meet such needs if a child has a disability but doesn't qualify for an IEP.

## Services for Other Disabilities: ADHD, ASD, etc.

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- Some states have decided to require below-grade-level academic performance for students with ADHD, Autism Spectrum and other disorders to receive services, even though these are less related to learning. This has eliminated needed early intervention and, in some cases, created more problems when behaviors were addressed through RTI without an initial diagnosis.



# RTI: The Issues

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Fundamental lack of training and resources specifically for 2e kids

Teachers on the frontline

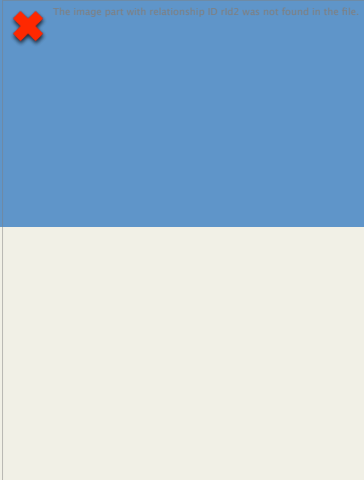
Remedial Approaches do not work with 2e kids:

**Strengths/Interests**

**FIRST!**



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# TWO CHILDREN: TWO DIFFERENT OUTCOMES

ISABEL, AGE 8-5

## “Isabel” Age 8-5, 3<sup>rd</sup> grade

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- Advanced in math
- Bright, funny, quick-witted and loving
- Sensitive and emotional
- A “thinker,” with reasoning beyond her years
- Imaginative, creative
- An introvert

# Isabel

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- Experienced anxiety over reading, writing and spelling.
- Frustrated by her slow completion of written work in class and reading assignments.
- Spent at least one full weekend day on homework to avoid losing sleep each night. “If no one helps me in reading it will take me 24 hours!”
- Self-esteem declined. Became reluctant to attend school.
- Left in 2<sup>nd</sup> grade to homeschool, but would like to return (with support).

## Isabel's Apparent Weaknesses

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- Struggled to keep her place while reading, experienced double vision and blurry images—visual processing weaknesses were later diagnosed.
- Exhibited poor auditory, motor coordination skills; auditory and sensory processing deficits were found; auditory therapy and O.T. were undertaken.
- Displayed poor attentional focus in the classroom.
- Avoided reading and writing in class.

# Isabel, age 8-4 WISC-IV

Composites/IQ	Standard Scores	Percentile	Range
Verbal Comprehension	130	98	Gifted
Perceptual Reasoning	133	99	Gifted
Working Memory	113	81	High Average
Processing Speed	88	21	Low Average
Full Scale IQ	NA		
General Ability Index (GAI)	138	99	Gifted

# Isabel's WJ-III Achievement, grade 3.1

Area Assessed	Standard Score	Percentile	Grade Equivalent	Range
BRIEF READING	93	31	2.5	Average
BRIEF MATH	130	98	5.2	Superior
BRIEF WRITING	93	33	2.4	Low Average
ACADEMIC SKILLS	94	34	2.6	Average
ACADEMIC FLUENCY	89	22	2.4	Low Average
ACADEMIC APPLICATIONS	114	82	4.3	Average

Is Isabel “fine” because she is at grade level?

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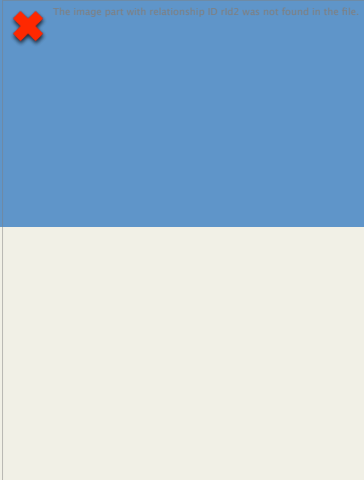
- *“the dady drbe is hachein”*
- *“I kant yos my delt in the closet”*



## Isabel is Twice-Exceptional: What Does She Need?

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- She has gifted Verbal Comprehension, Perceptual Reasoning, GAI, with areas of weakness, including ADHD and Executive Functioning Disorder, visual processing, weaknesses, central auditory processing disorder (CAPD), dyslexia and processing speed weakness
- Teach to her gifted conceptual level first; include her in gifted opportunities; she will need advanced math
- Allow books on tape, keyboarding with spell check, limit homework to what she can do in the time it takes a typical student, don't require reading aloud, provide help with organization; allow recommendations by specialists



# CASE STUDY—BRIAN, AGE 16

## SLD AND RELATED ISSUES

## Brian, Age 16-1 (Student B)

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- Parents requested private comprehensive assessment. “We know he is smart. Why does he struggle in a traditional school environment?”
- Educational needs were reasonably met at his small, supportive K-8 school. ID’d as gifted in art and leadership. “The King of the halls.”
- Performance at his competitive high school was “a nightmare.” He earned three *F*s in the semester prior to assessment and was required to take summer school. However, only two semester-long classes could be made up the following summer.

## School Refused to Test

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- His mother reported that for two years she had asked the school to test Brian; however, school personnel saw no need. When Brian's mother requested testing again, she was told, "We don't do that anymore."

**Table 3. Student B's Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV).**

**Table 4. Student B's Woodcock Johnson-III Tests of Achievement (WJ-III ACH).**

**Gilman B J et al. SAGE Open 2013;3:2158244013505855**

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## Is Brian “average” and “fine”?

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- He never learned multiplication tables.
- There were significant holes in his knowledge of arithmetic operations.
- He never learned to sound out words.
- Broad Reading was average, but nonsense word reading (Word Attack) was low average (fourth grade level), suggesting a reading disability (dyslexia).
- Spelling was low average, at the fifth grade level.
- Writing Samples showed writing weaknesses combined with *gifted* content.

## Average students show more consistent performance

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- Brian's WAIS-IV Composite scores varied by 55 points—over 3 standard deviations.
- His subtest scores ranged from the 99.9<sup>th</sup> percentile, highly gifted level, in Similarities (abstract verbal reasoning) to the 9<sup>th</sup> percentile (low level) in Coding (visual-motor/handwriting speed)—over 4 standard deviations.



## Relief With Diagnosis

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- Gifted verbal intelligence, Reading Disorder, Mathematics Disorder, visual and central auditory processing weaknesses (subsequently diagnosed by specialists), ADHD, suicidal ideation. Brian was suffering from a severe loss of self-esteem from his failures.
- Upon learning of his real disabilities and recommendations for interventions and accommodations, he said to his mother, “***Drive carefully. We finally have a reason to live.***”

## What Did Brian Need?

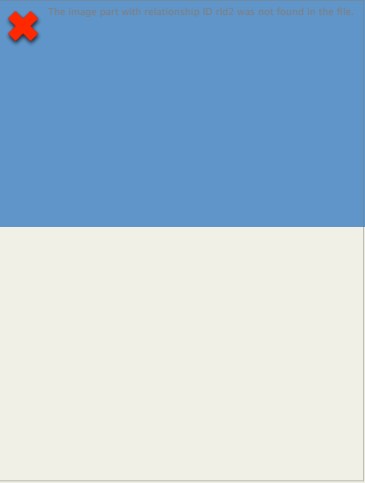
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- Options to take conceptually complex courses at a rate he could handle. He needs these for motivation.
- Limit number of courses taken per semester to what he can handle without overloading.
- Allow keyboarding; grade on content, not spelling and mechanics; also allow the use of Dragon Naturally Speaking for output; allow a computer text reader; extra time; preferential seating. For testing, Brian needs extra time, a reader, scribe, testing in a quiet room. 504 Plan should include these and other recommendations from specialists.

## What Did Brian Get?

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- Even with comprehensive testing, Brian was unable to qualify for special education services for Specific Learning Disabilities (an IEP).
- Brian could have qualified for an IEP based on ADHD or depression/suicidal ideation secondary to his failing.
- He was given a limited 504 Plan that didn't address the failures.
- Unable to make up his failed courses, he was forced out of high school the next year.



ISABEL, AGE 14

## Isabel, flourishing at 14

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- Has consistent accommodations at school through a 504 Plan.
- Has opportunities to develop her visual-spatial strengths in STEM (Science, Technology, Engineering and Mathematics) activities.
- She graduated 5<sup>th</sup> in her middle school class, taking the highest level classes and spending half days at the high school.
- Her teachers learned to understand her twice-exceptionality, teaching her at her conceptual level with accommodations. For example, she took Advanced Language Arts with accommodations to aid reading input and writing output.
- To keep herself organized, she kept everything in her backpack
- She managed her physical overexcitability with athletics: cheer quad for H.S., JV softball, JV volleyball, and JV basketball, etc.

## Isabel's Accommodations

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- Isabel is twice exceptional: gifted with areas of weakness, including ADHD and Executive Functioning Disorder, vision, central auditory processing disorder (CAPD), dyslexia and processing speed. Isabel uses ALLY.com (formerly Books for the Blind & Dyslexic) and audible.com for audio books. She uses Dragon Speak or requires a keyboard for writing; spelling is not counted. Isabel needs extra time for tests. For state tests, she gets all questions (except in reading) audibly through headphones or read by a teacher if headphones are unavailable. They will allow time and a half and large type.
- She takes the advanced classes she loves with accommodations.

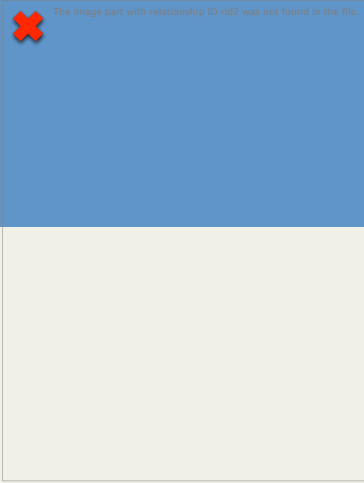
## Isabel, age 14-3 WISC-IV

Composites/IQ	Standard Scores	Percentile	Range
Verbal Comprehension	144	99.8	Gifted
Perceptual Reasoning	137	99	Gifted
Working Memory	104	61	Average
Processing Speed	103	58	Average
Full Scale IQ	132+	98	Gifted
General Ability Index (GAI)	150+	>99.9	Highly Gifted

## Isabel's Overall Achievement at 14-3

Cluster	Standard Score	Percentile	Grade Equivalen t	Range
ACADEMIC SKILLS	98	45	8.3	Average
ACADEMIC FLUENCY	83	13	5.9	Low Average
ACADEMIC APPLICATIONS	134	99	>18.0	Gifted
BRIEF ACHIEVEMENT TOTAL	109	72	11.3	Average





# CASE STUDY: DAVID, AGE 10

## David: Age 10

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- Gifted, Asperger Syndrome and ADHD-Combined Type; anxiety and depression
- WISC-IV: Verbal Comprehension-132, Perceptual Reasoning-131, Working Memory-113, and Processing Speed-83 (gifted with relatively impaired fine-motor processing and handwriting speed)
- Behavior problems were ignored because he passed the state standardized testing at the “with distinction” level in all areas.

## Behavioral Issues Escalate

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- Difficulty remaining in his seat; wandered.
- Blurted out answers, disputed information his teacher gave to the class.
- Bothered classmates, poking, pinching, hitting them, and intruding into their personal space. Had several full-scale meltdowns a week.
- Behavior and social issues were targeted by RTI with a behavior plan. Because there was no formal assessment made, the diagnosis of Asperger Syndrome was missed.

## David's RTI Plan

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- A reward plan using tickets for good behavior backfired because David was assumed to have choice over his behavior. David lost his ticket every day by noon, increasing his meltdowns; was frequently removed from the room screaming and crying.
- David was diagnosed with Aspergers Syndrome by a private psychologist. An IEP was recommended, including a one-on-one aide, help with transitions and dealing with the unexpected, help with executive function deficits and writing, as well as the need for academic stimulation.

## David's 504 Plan

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- David's school refused an IEP. When aide was present David functioned only slightly better.
- He was not functioning socially. One classmate feared being hurt by him. When questioned about the specific incident, David had no idea that he had transgressed. By the end of the year, David felt that he was no good. He made comments that he wished he were dead, and became even more anxious. Finally, after several classroom incidents, the school decided he was eligible for an IEP for Grade 5.

# THE ROLE OF THE 504/IEP PLAN

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# IEP's

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- The IEP is a powerful tool (given a 2e student is identified)
  - Testing, homework, classroom placement, seating preferences, etc
  - USE IT!
- Adapt the IEP to emphasize rigor, complexity, depth/breadths, and student strengths to assist in the remediation of weaknesses
- Most 2e kids only qualify based on a specific learning disability and can be easily missed
- Aspergers is no longer a definable disorder (falls under ASD Spectrum Disorder according to the latest DMV manual)

## 504 Plan Structure

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\_\_\_\_\_ qualifies for a Section 504 plan. S/he meets criteria based on 1) having a physical or mental impairment [list] 2) which limits a major life activity [choose those that apply: walking, standing, lifting, bending, seeing, hearing, speaking, breathing, eating, sleeping, reading, learning, communicating, thinking, concentrating, working, caring for oneself, performing manual tasks, other (describe)] and 3) she requires accommodations to access the programs and services of her school district as adequately as her non-disabled peers.



## 504 Plans Do Have Teeth!

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- While the 504 Plan does not have the broader capacity of an IEP to provide accommodations/interventions, it is assumed to provide FAPE if an IEP is out of reach.
- The creation of a 504 Plan cannot be unduly delayed or avoided when appropriate; a 504 Plan, once created, cannot be ignored.
- Parents can contact the DOE OCR office nearest them for consultation and to protest the mishandling of 504 Plans.
- OCR attorneys will guide both schools and parents to utilize 504 plans properly.

## Suggested Guidelines

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- Parents are excellent indicators of disabilities.
- Provide (“triaged”) comprehensive assessment for “conundrum kids” (NAGC agrees); assessments readily available to teachers are insufficient.
- Improve the interface between parents, special education, and the 504 coordinator to ensure parents are informed of their right to request 504 and SPED evaluations.
- Adapt RTI strategies to support 2e children.
- Challenge/eliminate absolute low performance barriers.

# The Role of SCHOOL Personnel

---

## Strategic Planning:

1. Identify Stakeholders
2. Organize Committee
3. Build Collaboration
4. Determine Needs/Identify Issues
5. Develop Action Plan
6. Implement & Sustain Change
7. Advocate



# HOW?

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## **Understand the 2e child and their unique needs**

- a. Social/emotional vulnerability
- b. Overexcitability
- c. Time, space, and atmosphere
- d. Complexity: work toward strengths

## **Build a 'trust' relationship with the child (family as well)**

- a. Take an interest
- b. Mediate

# HOW?

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## **Be an Advocate**

- a. 2e children have few allies
- b. Listen....

## **Mediate**

- a. Provide Resources
  - a. Parents, other teachers, counselors, and administrators are looking for easy resources to assist them (checklists, etc.)
  - b. Be a resource/sounding board for the child
  - c. Observe the child in the other classroom settings

# HOW?

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## Transitions

- a. Transitions are difficult for 2e students
- b. Be flexible

## Coping Mechanisms

- a. Role Playing, simulations, animal interventions?

## Friends/Mentors

- a. A good friend is hard to find
- b. Like Minded Students

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“The collision between the parameters of daily school requirements and the nature of OE in gifted students may set the child on a downward spiral toward emotional impoverishment, or given the proper understanding and accommodation, on the fast track to personal, academic, and social triumph.”

Dr. Michael Postma

Agility Education Solutions

# How Counselors Can Help Teachers of 2e Students

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- Be willing to actively listen to the teacher's lived experience with the twice-exceptional child in the classroom
- Offer to observe the child in the classroom setting
- Help the teacher to obtain needed services for the child, including support for comprehensive assessment and 504 plans when warranted
- Offer strategies for the teacher to use in meeting the emotional needs of the twice-exceptional child



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# DESIGNING INSTRUCTION

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Compacting

Differentiation

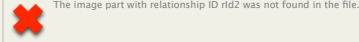
Assessment

Environment

Homework Policies

=

Personal Education Planning (Activity)



# Designing Instruction

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## Compacting

- Use of Power Standards
- Quality not Quantity
- Eliminate 'busy work'
- Activate Prior Knowledge
- Understand Cultural Nuances  
(Courageous Conversations)
- Testing Out

## Differentiation

- Backwards Design
- Frontloading Instruction
  - Essential Learnings/Questions
  - Pre-Teach Vocab
  - Scaffolding
  - Organizational Checks/Achievable Steps
  - Provide Concrete Clues
  - Copies of Notes
- Interests/Strengths
-

# Designing Instruction

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## Assessment

- FORMATIVE ASSESSEMENT
- Test grades weighted higher than daily work
- Extended time for completion
- Quiet Space



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# Designing Instruction

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## Environment:

- Safe Zones
- Lighting/Noise
- Use of Technology
- Prepare Classmates
- Seating

## Homework:

- Eliminate where possible
- Natural Lesson Extensions
- See 'The Homework Dilemma'

# Designing Instruction

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## Activity

### Personal Educational Plan:

Design a personal Educational Plan for a designated 2e student you have worked with whom you had trouble reaching in small groups, pairs, or individually



The image part with relationship ID rid2 was not found in the file.

# General Strategies for Intervention: Environment for Learning

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- Awareness of individual strengths and weaknesses
- High, yet flexible standards and structure
- Scaffolding of abilities
- Promotion of learning from mistakes
- Appreciation of self-advocacy
- Praise and encouragement

# Strategies for Intervention: Environment for Learning (2)

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- Extended time for tests
- Extended deadlines for assignments
- Individualized curriculum
- Pre-testing and post-testing
- Curriculum compacting
- Assistive technology
- Multimedia resources

## Strategies for Intervention: Environment for Learning (3)

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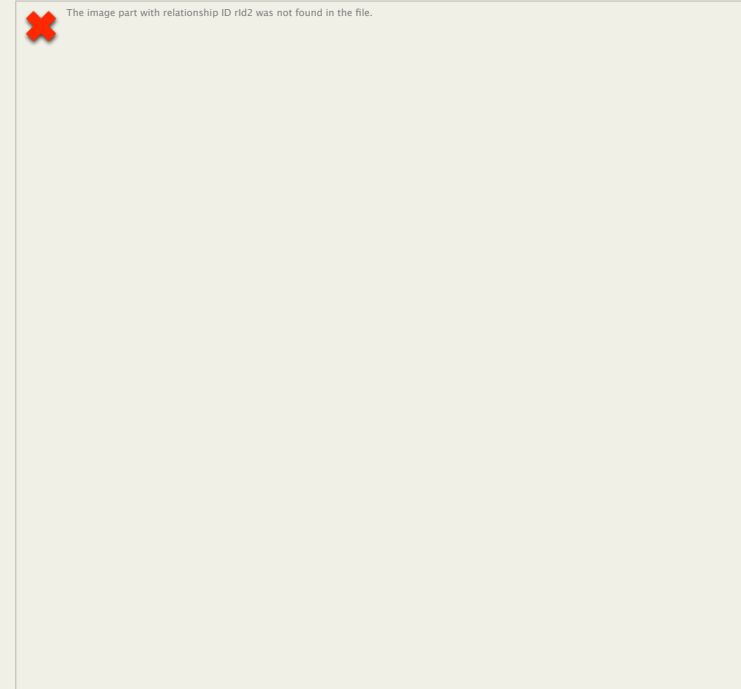
- Personal choice regarding assignment topics whenever possible
- Preferential seating and freedom of movement
- Alternative projects or testing for the demonstration of mastery (e.g., oral testing versus written)



# Impact on Child

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- Fatigue
- Frustration
- Self-criticism – “I’m stupid”
- Hopelessness
- Underachievement
- Anxiety
- Depression



# Overall Goal

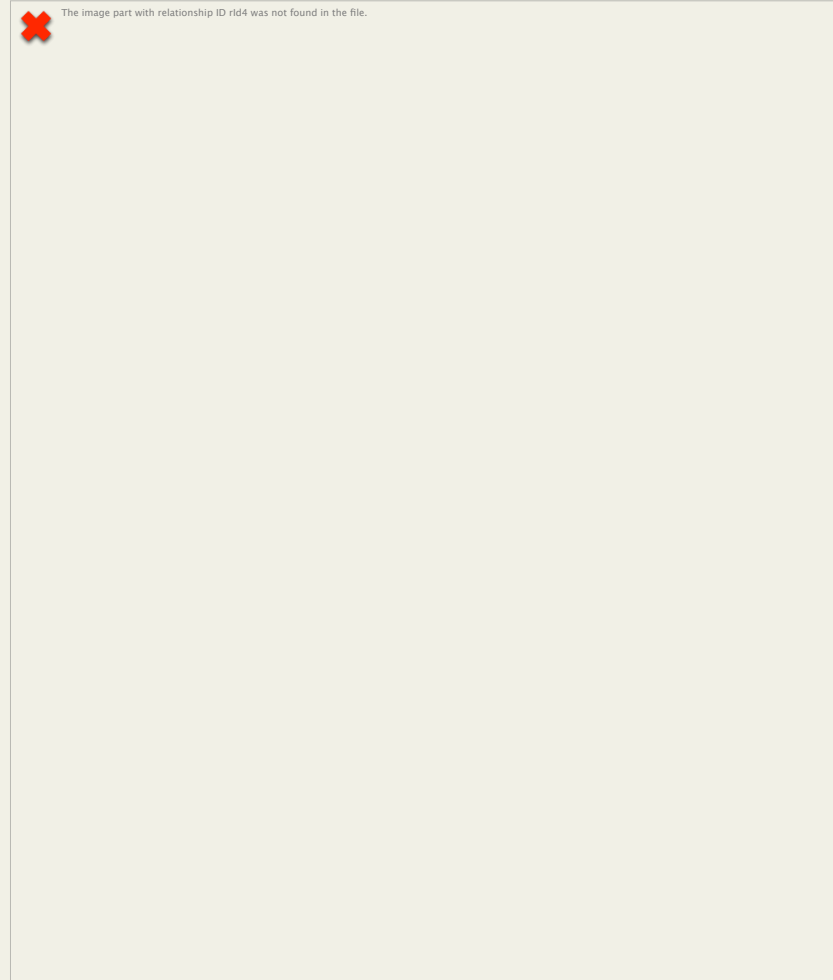
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- Keep the child emotionally intact
- Help the child feel successful
- Ensure a continued love of learning
- Instill confidence
- Survive school!

# THANK YOU

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Articles available



# *Critical Issues in the Identification of Gifted Students with Co-existing Disabilities: The Twice-Exceptional*

Gilman, B. J., Lovecky, D. V., Kearney, K., Peters, D. B., Postma, M., Wasserman, J. D., Silverman, L. K., ...Rimm, S. B. (2013).

Available at

<http://sgo.sagepub.com/content/3/3/2158244013505855.full>